

Grade 8 Sample Test Prompt

Voice

People run for elected offices, from the President of the United States to class officers in a school. You are running for class president for your grade level.

Write an essay convincing your classmates that you are the best choice for president.

Your writing should:

- Have an introduction, body, and conclusion.
- State reasons why you would make a good class president.
- Include details that support your reasons.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

VOICE

<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>4</p> <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. 	<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

I am the best becuse if I was elected
for class president I would improve playground
equipment and our uniform t-shirts
instead of just two colors we can have
more plus the sports equipment and
jerseys

Score point 1 -- The writing is flat and lifeless. It does not involve or engage the reader. The writing seems to lack a sense of involvement. The writer has only personal wants/needs and doesn't appeal to classmates. There is no sense of interaction between writer and reader.

Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

I think I can be a good class President if I can work on making better choices in an out school. I can help people all I can. I can try to do the right things. I can try to be more focused in class. I think especially this would be good for me too because these are great rules to follow for any body. I think I could be a good class President if I chase these goals.

Score point 2 -- There is no evidence that the writer has chosen a suitable voice. There is a lack of audience awareness. There is rarely a sense of interaction between reader and writer. The writer seems more focused on his/her behavior than becoming president.

Grade 8 Writing Voice – Score Point 3

Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

What I can do for class president is that I will make announcements in the morning or the beginning of each class. I can make some good ideas of activity that we should do if we did not have anything to do. I will make sure that all the trash is pick up every day after class. I will have meetings with the principal or the teachers about certain things. For example, let say about how one kid keeps getting in trouble we can put him in detention for about a week or two and contact his parents. We can put him is there with a lot of homework or class work. I can also get some people to help clean the school yard with me when it gets pretty dirty. It won't be a punishment only for people that want to clean up. If nobody wants to I can get people from the detention room to clean up the school yard. I also sell candy bars for 50 cents. I can sell root beer floats for a dollar. I can give it to the school or when I trying to make a field trip to somewhere. I can also sell snacks, little bags of chips for 50 cents and I can sell pop for 50 cents. That's all I can think of to be class president.

Score point 3 -- A sense of the writer may emerge at times, but commitment to the topic seems inconsistent. Clear sense of audience is not evident in sentences such as “I can also get people to clean the school yard with me when it gets pretty dirty. If nobody wants to I can get people from detention.” The writer almost becomes overly personal when addressing a discipline problem: “...how one kid ke eps getting in trouble...”

Writing**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

I am going to tell you why I think you should pick me for your Student president for the 2003-2004 year. I want to change the school not only for us but for everybody who comes to the school. I want people to say how nice it looks when they come. Just like Uncle Sam said, "I want you to join the army". Well, I want you to help me make a difference in our school. I believe everyone can make a difference, not just a tiny difference but a huge difference.

Now I am going to tell you about me and why I would love to be your class president. I think you should pick me because I am very responsible in a lot of ways. For example, I always bring my homework and also my materials. I am never late to my classes.

Some people might not care and say, "Well who cares about this dumb school, I think it looks fine the way it is." If people say that they need to look a lot closer and keep their eyes wide, because our school looks like a tornado went through it and all the

Writing

FINAL COPY

Cafeteria food went everywhere, for example food is thrown on the grass and food is left on tables and wiped on the floor.

All I am really asking for you to vote for me because I feel that if you vote for me I will change the school just for you.

Score point 4 -- In places, the writing is expressive, engaging, and sincere. There is, however, an inconsistent level of closeness to or distance from the audience. Paragraph two is out of sync with the rest of the paper. It has a personal focus while all other paragraphs connect the writer as a candidate with the reader/students/voters. This paragraph is inappropriately formal and stiff.



Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

How would you like a guarantee of a good class president? Well, here's your chance to get one. Many of you are probably wondering, "How will this person improve the school", or "Why is it important to have an excellent class president?" Those questions will be answered. If any of you 8th grade students would like a good, loyal class president, then vote for me for 8th grade class president.

There are so many people who would want to be a class president. So why would I make a better class president than anyone else? I will be loyal and stay true to my word. I know a lot of people who would enjoy a president who will keep their promises. I can and will keep all the promises I make. If I can't keep them, then I won't make them.

Many students want someone who will improve the school as much as possible. I won't be able to improve everything, but maybe some. As 8th graders have a lot of classes and get homework from nearly all of them. It would be nice if we could change that and put a limit to it. Maybe only 20 math problems a night, or 3 paragraphs per essay in English. That way we could get lots more sleep.

Writing

FINAL COPY

We all use tons of paper everyday, so it's very critical to recycle as much as possible. By putting more recycle bins in every class room, we can reduce the amount of tree loss.

Why is it important to have a good class president? Well, to be more organized. When the school has field trips and such, it's good to be well prepared and not have last minute preparation. Don't you hate it when you forget about important district tests or Aims pre-testing? Well, we'll keep an up to date calendar explaining when trips, concerts and big tests are happening. That way you'll never miss a thing.

For someone who wants a president who will keep promises, limit homework and keep you up to date, vote for me.

for 8th grade Class

P!

Score point 5 -- The writer seems committed to the topic (homework, recycling, and communication show a strong sense of audience). The writing is sincere and lively. The writer communicates the message effectively. The reader discerns the writer behind the words and feels a sense of interaction.



Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

President of Class

Do you remember your first day of kindergarten? Do you remember the excitement, hopes, and aspirations that you had? Have you forgotten how big the school looked, with its long winding halls and numerous classrooms? Or maybe you remember when you first started to write, scrawling letters after endless letters, meaningless for others, but like gold to you. Either way, school has probably lost its place in your heart, and after considering mean teachers, loads of homework, and bad cafeteria food, I wouldn't blame you. That's why I'm here, to bring the joy back into learning. To do this, one must have change. Change to improve the things that are good, and change the things that aren't. Remember, if you want to change for the better, vote for for class president. It benefits all of us.

I am very prepared for this job, and the responsibilities that come with it.

Writing**FINAL COPY**

I am a member of National Junior Honor Society, and I have a great G.P.A. I volunteer at animal shelters, and play trombone for the school band. All these extracurricular activities show you why I am the top candidate for the election. But I also play sports for the school. I made the district track team in sixth grade and I was on the soccer team in seventh and eighth grade. Juggling these activities are tough, but I survive. I hear you asking, "What will you do for the school?" I can tell you one thing, I am not going to sit idle, throwing pencils at the ceiling. I will work towards the changes that the student body wants most. From better air conditioning units, to nicer dances, to a more stimulating working environment. All these changes and more will be made if I am elected president.

Others may try to draw your vote in with good looks and dazzling promises, but don't fall for their tricks. It is time to make the best it can be. Remember, vote for president, and we all win.

Score point 6 -- There is an exceptional sense of "writing to be read." The writing is engaging and expressive. The writer exhibits a strong personal voice. The writer is aware of the reader. The writing shows liveliness ("... school has probably lost its place in your heart...") and conviction ("To do this, one must have change. Change to improve the things that are good, and change the things that aren't.")